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School organization for primary school children has been studied in terms of a continuous development program by a city-wide educator's committee formed within the Chicago public school system and the results are presented. Participants have received the operation of this program within their own sphere of responsibility. The philosophy, organization of the school, curriculum, and instructional techniques presented herein combine to afford good orientation and guidance toward the objective of this program for the continuous development of primary children.

The basic program is specifically described in terms of the necessary organization for teaching and learning, the purpose, a comparison of graded and ungraded structures, and a review of major program assumptions.

Operation of the program in the school and the operational procedures for structural change for all schools under the plan are discussed. A check list format of supervisor action required to initiate the continuous development program augments this section.

Detailed guidance is afforded by the individualization of instruction and the proposed curriculum associated with this program. Curriculum factors associated with sociometric, interest, and ability groupings of the children are correlated to class size, facility, and program objectives.

The study is appended with guidance procedures for progress reporting, parent-teacher communications and conferences, and with a bibliography for the professional staff.

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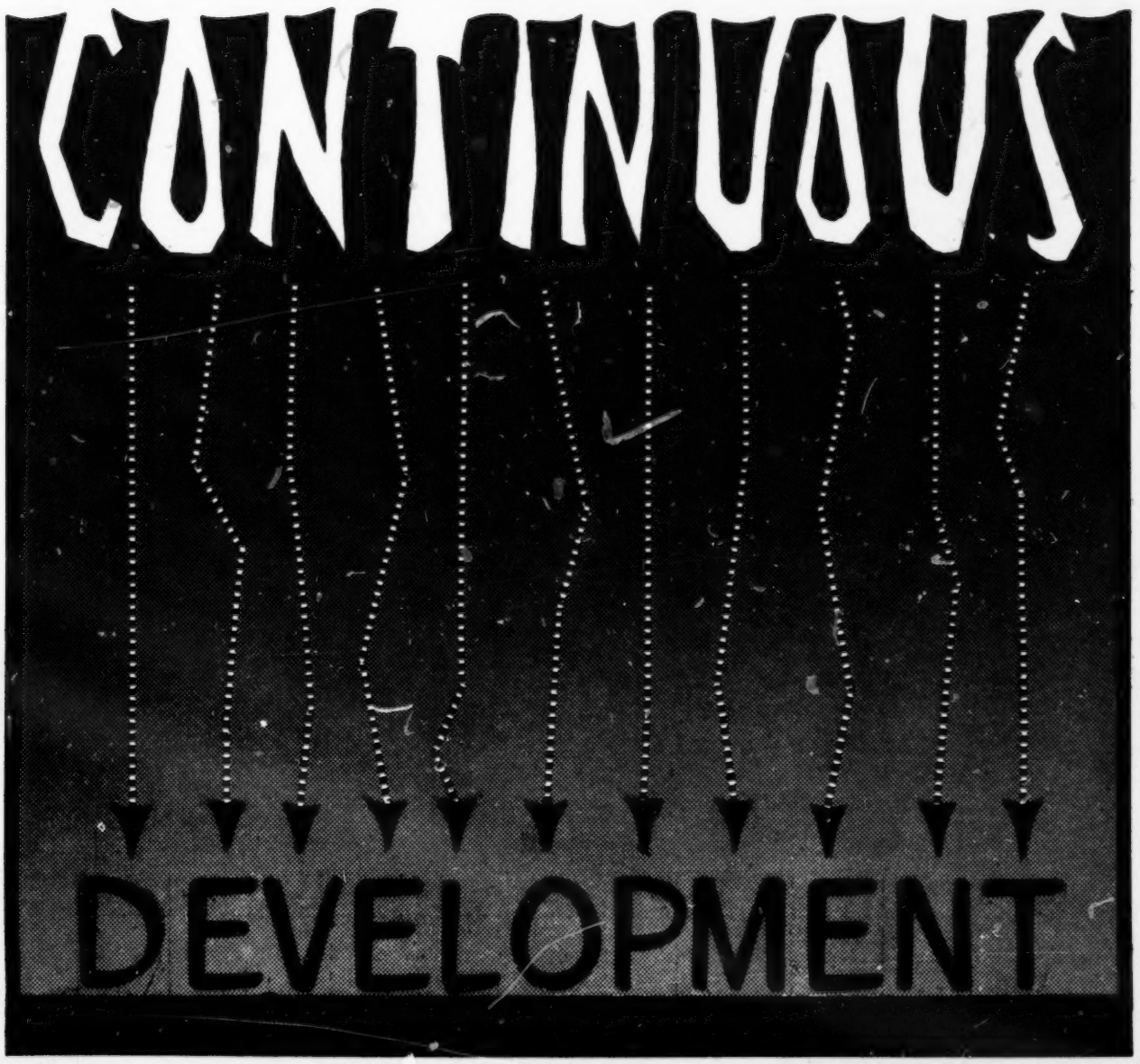

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GUIDELINES FOR THE PRIMARY PROGRAM OF CONTINUOUS DEVELOPMENT

BENJAMIN C. WILLIS
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

Educational Materials Laboratory
Office of Education

MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Chicago, Illinois

FOREWORD

Enthusiasm for the primary Continuous Development Program among the educational staff of the Chicago public schools prompted the formation of a city-wide committee to study this type of school organization for primary children. Guidelines for the Primary Program of Continuous Development presents the results of this study.

Committee members included district superintendents, principals of schools operating under the Continuous Development Program, and consultants. Each member viewed the operation of this program in terms of his sphere of responsibility. The philosophy, organization of the school, curriculum, and instructional techniques presented here are the results of intensive study by the members of this committee.

These guidelines provide a basis for further study at the local school district and school levels. Each section of this handbook may be used as a guide for in-service meetings.

BENJAMIN C. WILLIS

General Superintendent of Schools

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SECTION ONE

CONTINUOUS DEVELOPMENT PROGRAM

ORGANIZATION FOR TEACHING AND LEARNING

All schools use two organizational structures: one divides the student body among teachers (horizontal organization); and the other moves children upward from a point of admission to a point of departure (vertical organization).

Horizontal patterns are derived from three kinds of considerations:

considerations of children (grouping - heterogeneous vs. homogeneous)

considerations of curriculum (separate subjects vs. unit approach; self-contained vs. departmental classes)

considerations of special strengths of teachers.

Horizontal patterns of organization (achievement grouping, team teaching, self-contained classroom) may operate with various vertical organizational patterns (nongraded, graded, or somewhere in between).

Vertical patterns of organization are derived from the need to provide for moving children from the point at which they begin their studies in a school to the point at which they complete their studies in a school.

Vertical patterns of organization include two that should be mentioned here:

the graded pattern of organization that has been the one used in the Chicago public schools for many years--kindergarten through grade 8 at the elementary school level and grades 9 through 12 at the high school level

the Continuous Development Program, a form of nongraded organization that has been used in some elementary schools in Chicago for five or six years and in a rapidly increasing number of elementary schools since 1961.

Nongrading is a vertical plan of organization in which grade labels are removed from some or all classes (1-3 becomes the primary school in the Continuous Development Program). According to Goodlad, "In pure nongrading, the sequence of content is determined by the inherent difficulty of the subject matter and the children's demonstrated ability to cope with it; materials are selected to match the speed of individual differences existing within the instructional group; and the children move upward according to readiness to proceed. Promotion or nonpromotion does not exist as such. An important goal is to provide continuous progress for each child."[1]

---

[1]John I. Goodlad and Kenneth Rehage, "Unscrambling the Vocabulary of School Organization," NEA Journal, LI, 8 (November, 1962), pp. 34-36.

PURPOSES OF THE CONTINUOUS DEVELOPMENT PROGRAM

The Continuous Development Program provides a structure which will help the school to fulfill the following purposes:

to utilize what is known about child development and theory

to take into consideration the individual differences among children

to facilitate establishing a continuity of learning in keeping with varying rates of maturation

to promote mental health and develop the self-concept of each child

to assist teachers to continue the learning experiences of children at any stage of maturity on their individual levels of achievement.

MAJOR ASSUMPTIONS OF THE CONTINUOUS DEVELOPMENT PROGRAM

1. The administrative structure of the school should be consistent with the function of the school. The functions of the school may be conceived to be:

   to impart a body of knowledge and skills to children (compatible with their intellectual, emotional, and physical capabilities to learn)

   to develop the unique potentialities of all pupils (accounting for individual differences in interest, ability, needs, and achievement)

   to promote the optimal development of each individual.

2. The administrative structure should take into account what is known about child development and learning theory.

   The maturation and achievement levels of the child are factors which determine what is to be learned and what shall be the methods of instruction.

   Grouping practices are based upon criteria related to the specific purposes to be achieved.

   Learning is a continuous process whereby each new unit of instruction should evolve from the preceding one.

   Each child is unique in his intellectual, emotional, and physical maturation. This development proceeds in spurts rather than with clockwork precision.

   The concept which the individual has of himself influences the rate and degree of his intellectual and emotional development.

3. An administrative structure that takes into account individual differences within and among children should facilitate the progress of each child through each skill subject area independent of what he achieves in another area and independent of the achievement of others.

   Steps or levels provide a means, in the areas of arithmetic, reading, and language arts, of establishing continuity of instruction and of recording the progress of the pupils, each of whom varies in his own abilities and achievements and differs from other pupils.

   A level is conceived as a prescribed set of skills or achievements which children are guided to learn.

Each level is a unit of achievement rather than a unit of time. Each child should proceed through each level at a rate which will insure understanding of that which is to be learned.

4. An administrative structure that provides a means of establishing continuity of learning and of accounting for varying rates of maturation and achievement permits each child to advance, in any skill area, when he is ready.

   The academically talented child should not have to wait for the end of the school year to advance to the next level.

   The child who has not met the educational expectations for the school year should not be retained and made to repeat what he has already learned.

5. An administrative structure that provides a method of accounting for the varying rates of maturation and achievement promotes the mental health and develops the self-concept of the child.

   Early and repeated failure affects the mental health of the child.

   The child who has failed sees himself as a person who cannot succeed in school. Others about him (family, teacher, and friends) expect less of the slow child. His performance tends to become set at the level of expectations others set for him and tends to be influenced by this concept of himself.

   The child left behind at promotion time often becomes resentful and isolated in the new, younger group and is led to expend his energies as the class bully. The boredom of repetition of work and his new social and personal maladjustments often make the following year of little academic value to him.

   The process of learning becomes more efficient as the individual achieves feelings of success for his efforts and when he works with others with whom he can succeed.

6. An administrative structure should help teachers fulfill the functions of the school as previously stated.

   The organizational structure should help teachers be cognizant of each child as an individual even though he may be a member of a group. The group should be viewed as a collection of individuals who, at a particular time, make a teachable group, but some of whom, over a period of time, will no longer learn effectively within the group. The composition of each group should be

considered as tentative and should change whenever it no longer meets the needs of any of its members.

The organizational structure should lead teachers to develop each child to his optimum potential.

The organizational structure should lead teachers to recognize that each child's potentialities vary within himself and from those of other children. The teacher should work to widen the range of achievement among members of the class rather than strive to make them all alike by the end of the school year.

The administrative structure should lead teachers to appraise each pupil's achievements in terms of his ability as well as in terms of what is expected of all children working at his level.

The administrative structure should lead teachers to emphasize understanding rather than coverage of material.

The organizational structure should lead teachers to use a variety of instructional materials in order to pace instruction at a rate commensurate with the child's ability to learn. The number, variety, and degree of difficulty of the materials used should be determined, in part, by the ability of the group concerned.

COMPARISON OF GRADED AND NONGRADED STRUCTURE[1]

Graded Structure	Nongraded Structure
A year of progress in subject matter seen as roughly comparable with a child's year in school.	A year of school life may mean much more or much less than a year of progress in subject matter.
Each successive year of progress seen as comparable to each past year or each year to come.	Progress seen as irregular; a child may progress much more rapidly in one year and quite slowly in another.
A child's progress seen as unified: advancing in rather regular fashion in all areas of development; probably working close to grade level in most subject areas.	A child's progress seen as not unified: he spurts ahead in one area of progress and lags behind in others; may be working at three or four levels in as many subjects.
Specific bodies of content seen as appropriate for successive grade levels and so labeled: subject matter packaged grade-by-grade.	Bodies of content seen as appropriate over a wide span of years: learnings viewed vertically or longitudinally rather than horizontally.
Adequacy of progress determined by comparing child's attainment to coverage deemed appropriate to the grade.	Adequacy of progress determined by comparing child's attainment to his ability and both to long-term view of ultimate accomplishment desired.
Inadequate progress made up by repeating the work of a given grade: grade failure the ultimate penalty for slow progress.	Slow progress provided for by permitting longer time to do given blocks of work: no repetitions but recognition of basic differences in learning rate.
Rapid progress provided for through enrichment: encouragement of horizontal expansion rather than vertical advancement in work; attempt to avoid moving to domain of teacher above.	Rapid progress provided for both vertically and horizontally: bright children encouraged to move ahead regardless of the grade label of the work; no fear of encroaching on work of next teacher.
Rather inflexible grade-to-grade movement of pupils, usually at end of year.	Flexible pupil movement: pupil may shift to another class at almost any time: some trend toward controlling shifts on a quarter or semester basis.

---

[1]John I. Goodlad and Robert H. Anderson, The Nongraded Elementary School. New York: Harcourt, Brace & World, Inc., 1959, pp. 58-59.

SECTION TWO

THE CONTINUOUS DEVELOPMENT PROGRAM IN THE SCHOOL

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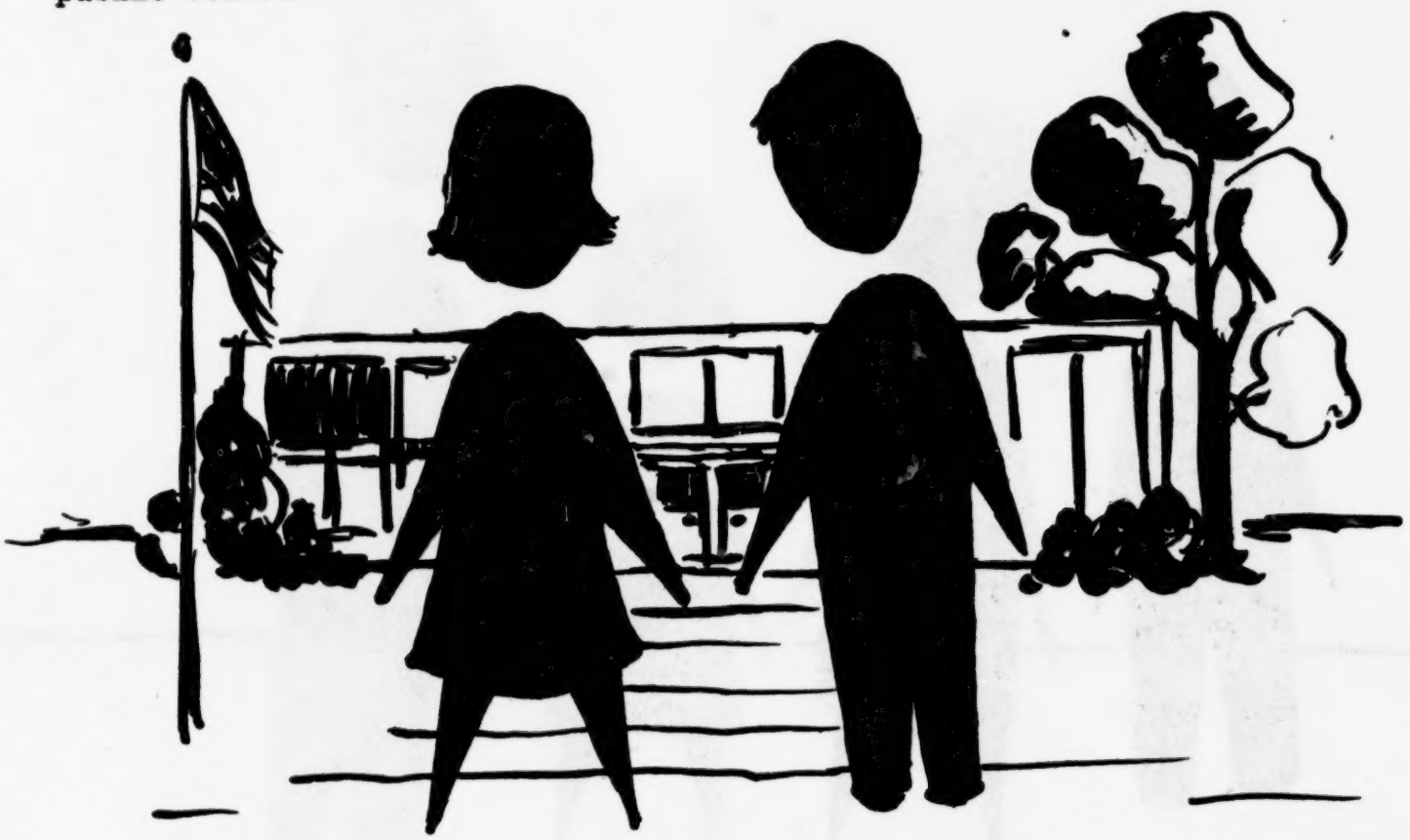
OPERATION OF THE PROGRAM

The primary Continuous Development Program includes the educational experiences in kindergarten through third grade. The first three grades beyond the kindergarten are usually considered "the primary school" although due to annual admissions and the increased number of six-year olds in kindergarten, the work of the primary school may begin in kindergarten.

While most children move through the primary school in three years, a few children complete the work in two years, and some find it profitable to remain in the primary school for four years because they need additional time to develop basic skills. There are no retentions during the first three years children are in the primary school.

Children progress through the areas of reading and mathematics in blocks of work called levels. Children move through levels in reading and mathematics independently. For example, a child might be reading at Level C and learning mathematics at Level B. Children proceed through each of the levels of the reading and mathematics programs at their own learning rates. Mathematics and reading levels do not relate on a one-to-one basis. Whenever the principal and teachers consider a child ready, he advances to the next level in either of these subjects. This might happen any time during the school year. Within each room, there may be children in two or three reading levels and two or more mathematics levels.

As children progress through the Continuous Development Program they also work in the areas of science, social studies, music, art, and physical education as presented in the curriculum guides of the Chicago public schools.



STRUCTURE FOR CHANGE

To assure a maximum degree of understanding of the basic assumptions upon which the Continuous Development Program is based and to provide uniformity in operational procedures for all schools under the plan - in terms of level designations in the skill subject areas, vertical movement through these levels, record keeping, promotion policies, and reporting pupil progress - a means of planning and guiding operational changes will be instituted.

Planned change will be brought about through in-service programs under the direction of the district superintendents. In-service leaders designated by district superintendents will work with groups of principals and key teachers desiring to adopt the Continuous Development Program. These leaders will work closely with a Department of Curriculum Development consultant.

Each district in-service leader will be thoroughly acquainted with the Continuous Development Program and will be responsible for the in-service education and training of as many groups as possible. The size of each group under an in-service leader will be small enough to maximize the effectiveness of the group's efforts. The duration of the in-service education for any one group will depend upon the time needed for the members of the group to be able to conduct in-service education within their own schools and take steps to initiate the Continuous Development Program.

ACTION TO INITIATE THE CONTINUOUS DEVELOPMENT PROGRAM

In initiating the Continuous Development Program, it is highly desirable and in some instances essential that principals:

1. Accept and understand the assumptions upon which a nongraded program is based and be cognizant of the two organizational frameworks within which a school operates (vertical and horizontal) and of the functions each structure serves.

2. Recognize it as a plan which provides for continuity of learning, flexibility in grouping, and pacing of instruction in the upward movement of children through the curriculum.

3. Select key personnel to help plan and conduct an in-service program for the staff on the objectives and operation of the program. (These people should be selected on the basis of their enthusiasm, professional competence, and ability to influence other staff members.)

4. Work under the direction of the district superintendent with an in-service leader who will help the principal and the key teachers understand the program and give as much guidance as is necessary to implement its inception. (Such leaders should work closely with consultants in the Department of Curriculum Development.)

5. Assume these responsibilities in bringing about changes in the organizational structure:

   Provide inspiration.

   Provide the resources for effective in-service group work including professional literature.

   Provide resource personnel such as consultants and key teachers.

   Create a climate in which change is considered desirable.

   Schedule meeting times and time to work.

   Devise a time-table for planning and organizing the program.

   Make it possible for key staff members to visit schools already using the program.

6. Organize a program that is consistent with the recommendations established for the operation of the city-wide program.

7. Conduct staff meetings whose purposes are to help teachers:

   Be cognizant of the range in ability and achievement within a child and within the school.

   Understand that these differences should be reflected in the variety of grouping patterns (based upon ability, achievement, interest, and need), in the provision for pacing instruction in relation to the child's ability and drive in the selection and use of instructional materials, and in the use of the unit approach in teaching the content area subjects.

   Be keenly aware of how children learn (learning theory) and their developmental growth patterns.

   Accept, for the most part, the effectiveness of intrinsic motivation over extrinsic motivation in the teaching-learning process.

   Be more interested in the development of understanding rather than in "coverage" of material.

   Adopt the Continuous Development-centered outlook and avoid thinking of themselves as teachers of first, second, or third grade.

   Be knowledgeable of the purposes and methods of reporting pupil progress under the Continuous Development plan.

8. Be alert to the possibility of the readiness of some kindergarten children for a program in beginning reading and make provisions for instruction suited to their level of maturity.

9. Begin with children entering the first year (beyond kindergarten) or those children about to enter their first and second years of school. (The majority of schools beginning a nongraded program started with just the first year children; however, organizing to include children in the first two years of school provides greater flexibility in grouping and eliminates the need to retain children who have completed one year of school but are not sufficiently proficient to do second grade work.)

10. Initiate the program after it is understood and accepted by the staff.

11. Inform parents of the objectives and the operation of the program after it is understood by the staff.

SECTION THREE

INSTRUCTION AND CURRICULUM

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INDIVIDUALIZATION OF INSTRUCTION

Any teaching practice which takes into account individual differences in learning can be called individualization of instruction.

Instruction in the skill areas should be individualized to the extent that the teacher can utilize the practice to provide maximum learning for the total number of children in a class without sacrificing any important aspect of learning. Grouping is one means of individualizing instruction. Reading and mathematics are the two areas in which individualization of instruction is most often practiced.

Sociometric, interest, and ability groupings may be used in social studies, science, and fine arts instruction. The children may work as a whole group, in small groups, or as individuals. This type of instruction requires a wide variety of materials in each classroom.

Factors to be taken into account in grouping within a class and among classes include:

- ability
- achievement
- social and physical maturity
- emotional stability
- language problems
- chronological age

LANGUAGE ARTS CURRICULUM

Introduction

Classes are organized on the basis of reading ability, mental age, social and physical maturity, and, as nearly as possible, number of years in school. Organization of classes should be considered flexible so that the child is not frozen into any one class. Each class may consist of two or more levels depending upon the size of the school and the characteristics of the pupils.

Where there are at least three reading groups within a class, it is suggested that two of the groups be at different stages of the same level. A third group may be reading at a higher or a lower level. This class grouping pattern increases the possibility of moving a child from group to group within a class whenever this seems advantageous to the pupil. Further flexibility of group placement is provided by permitting a teacher, at any time during the school year, to recommend that a child be transferred to a class which provides instruction related to his needs. The child is moved only after the teachers involved and the principal concur.

Children progress through the primary language arts program in a period of time ranging from two to four years depending upon their achievement in reading, other communication skills, and upon their physical, social, and intellectual maturity. Most children progress through the program in a three-year period. The more able, highly motivated, and mature child might complete the work of the primary program in two years; the less able may remain in this program for four years. No child remains in the primary program more than four years beyond the kindergarten; less able children to be guided toward an achievement level which gives them maximum opportunity to extend their learnings in the intermediate grades. It should be recognized that some of these children may need continued instruction in particular skills of the primary program.

Reading

The reading program consists of eight levels which correspond to the sequential reading program of most basic reading series. Co-basic readers are used with the low achievers who have not acquired the essential skills presented in the basic series. After completion of the basic series at each level, an appropriate text-related or committee-designed test is given. Teacher judgment is important in determining a child's mastery of the skills of a level. Children who score low on the test and who in the opinion of the teacher need additional instruction are guided through the co-basic readers of the same level. After completion of this series, the children are re-tested, and consideration is given to appropriate "next steps."

The Continuous Development Program provides a series of reading skills for each of the eight levels, A through H. Particular reading skills for each level are based upon the general outline presented in the section on reading levels in this handbook. At each level of reading instruction, the teacher uses the specific list of skills as a means of determining the progress of each child and reteaches the skills that have not been mastered.

Details of the primary reading program appear in the Curriculum Guide for the Language Arts, K-3, Board of Education, City of Chicago. Specific page numbers which refer to the material in this guide are given in parentheses to the right of each major objective.

Language arts readiness program for the kindergarten. The kindergarten teacher is provided with guidance in planning a readiness, and/or reading, program, when appropriate, in listening, speaking, reading, and writing by the Curriculum Guide for the Language Arts, K-3.

Spelling. In the Continuous Development Program, spelling is introduced informally in Level D. The formal teaching of spelling is begun in Level E of the reading program.

CONTINUOUS DEVELOPMENT PRIMARY READING LEVELS

LEVEL A

Page numbers appearing in parentheses at the right of each major objective refer to the specific details of the curriculum as they appear in the Curriculum Guide for the Language Arts, K-3.

AWAKEN INTEREST IN READING (Pp. 100-105)

Acquire readiness through development of experiential background.

Physical maturity - motor control
- Focus on print
- Hold book
- Turn pages

Social maturity
- Take part in group activity
- Make plans
- Help to accomplish plans

Emotional maturity
- Share teacher's attention
- Work independently
- Work with group

Experience charts - orientation to printed page (Appendix)

Literature (P. 203)

DEVELOP WORD PERCEPTION SKILLS (Pp. 106-11)

Acquire visual and auditory discrimination.

Visual discrimination
- Colors
- Sizes and shapes of objects
- Position or arrangement of objects

Auditory discrimination
- Initial sounds

DEVELOP COMPREHENSION SKILLS (Pp. 110-11)

Associate meaning with printed page.

Labels
Numbers

DEVELOP INTERPRETATION SKILLS (Pp. 110-11)

Recognize personal experiences in visual materials.

Pictures
Films
Filmstrips

Become aware of parts of book.

Cover
Illustrations
Text

Become acquainted with picture dictionary.

Obtain information from illustrations.

Details

Associate meaning with symbols on simple maps, graphs, charts, and globes.

Miniatures
Models
Maps of school community
Playground

CONTINUOUS DEVELOPMENT PRIMARY READING LEVELS

LEVEL B

Page numbers appearing in parentheses at the right of each major objective refer to the specific details of the curriculum as they appear in the Curriculum Guide for the Language Arts, K-3.

AWAKEN INTEREST IN READING (Pp. 120-27)

Acquire readiness through development of experiential background.

Excursions (Appendix)

Learn essential skills presented in basic reading series.

Pre-primers (co-basic when necessary)
Vocabulary common to pre-primers

Reinforce basic skills through supplementary material.

Charts
'liary pre-primers
Literature (P. 203)

DEVELOP WORD PERCEPTION SKILLS (Pp. 126-37)

Build sight vocabulary through configuration clues.

Build sight vocabulary through context clues.

Experience
Language
Illustrations

Build skills of structural analysis.

Inflectional endings
Compound words

Acquire visual and auditory discrimination.

Visual discrimination
Word patterns

Auditory discrimination
Initial consonant sounds

DEVELOP COMPREHENSION SKILLS (Pp. 136-39)

Associate meaning with printed page.

- Experience charts
- Books

Acquire basic vocabulary.

- Pre-primer level
- Content subjects
- Classroom activities

Understand meaning of simple phrases.

Understand meaning of simple sentences.

Comprehend theme of simple story.

- Main idea

DEVELOP INTERPRETATION SKILLS (Pp. 140-41)

Recognize personal experiences in visual materials.

- Pictures
- Films
- Filmstrips

Recognize emotions expressed by behavior of characters.

- Dramatization

Become aware of relationships of ideas.

Form sensory images based upon personal experiences.

Discover meaning beyond literal facts of selection.

- Comparisons with personal experiences

Identify mood or tone of stories and poems.

DEVELOP STUDY SKILLS (Pp. 142-47)

Become aware of parts of book.

- Cover
- Illustration
- Text
- Titles and page numbers

Become acquainted with picture dictionary.

Obtain information from illustrations.

Associate meaning with symbols on simple maps and globes.

- Land and water masses

Associate meaning with symbols on simple graphs and charts.

- Content subjects
- Classroom activities

Understand purposes of library.

Read variety of material for supplementary information.

- Bulletin boards
- Picture books
- Picture dictionaries
- Charts

Perceive main ideas and sequence in stories, problems, and written directions.

Become familiar with aids for retention and recall of selected information.

- Associations

DEVELOP ABILITY TO READ ORALLY AND SILENTLY (Pp. 146-47)

Use oral reading for specific purpose.

- Clarification of meanings
- Sharing parts of favorite stories

Use silent reading for specific purpose.

- Location of answers to questions
- Enjoyment

CONTINUOUS DEVELOPMENT PRIMARY READING LEVELS

LEVEL C

Page numbers appearing in parentheses at the right of each major objective refer to the specific details of the curriculum as they appear in the Curriculum Guide for the Language Arts, K-3.

AWAKEN INTEREST IN READING (Pp. 120-27)

Acquire readiness through development of experiential background.

- Real experiences
- Vicarious experiences

Learn essential skills presented in basic reading series.

- Primers (co-basic reader when necessary)
- Vocabulary common to first readers

Reinforce basic skills through supplementary material.

- Charts
- Auxiliary readers
- Literature (Pp. 203-36)

DEVELOP WORD PERCEPTION SKILLS (Pp. 126-31)

Build sight vocabulary through configuration clues.

Build sight vocabulary through context clues.

- Experiences
- Language patterns
- Illustrations

Build skills of structural analysis.

- Inflectional endings
- Compound words
- Contracted forms

Build skills of phonetic analysis.

- Initial, final, and medial consonants

DEVELOP COMPREHENSION SKILLS (Pp. 136-39)

Associate meaning with printed page.

- Experience charts
- Language charts
- Books
- Children's newspapers

Acquire basic vocabulary.

- Primer level
- Content subjects

Understand meaning of simple phrases.

Understand meaning of simple sentences.

Comprehend theme of simple story.

- Main idea
- Main characters

DEVELOP INTERPRETATION SKILLS (Pp. 140-41)

Recognize personal experiences in visual material.

- Pictures
- Films
- Filmstrips

Recognize emotions expressed by behavior of characters.

- Dramatization

Become aware of relationships of ideas.

Form sensory images based upon personal experiences.

Discover meaning beyond literal facts of selection.

- Comparisons with personal experiences

Begin to make judgments and draw conclusions.

- Predictions

Identify mood or tone of stories and poems.

DEVELOP STUDY SKILLS (Pp. 142-47)

Become aware of parts of book.

- Illustrations
- Text
- Titles and page numbers
- Table of contents

Become acquainted with picture dictionary.

Obtain information from illustrations.

Associate meaning with symbols on simple maps and globes.

- Land and water masses

Associate meaning with symbols on simple graphs and charts.

- Content subjects
- Classroom activities

Understand purpose of library.

- Visitations to school library

Read variety of material for supplementary information.

- Bulletin boards
- Picture books
- Picture dictionaries
- Charts
- Children's newspapers

Perceive main ideas and sequence in stories, problems, and written directions.

Become familiar with aids for retention and recall of selected material.

- Associations
- Classifications

DEVELOP ABILITY TO READ ORALLY AND SILENTLY (Pp. 146-47)

Use oral reading for specific purpose.

- Clarification of meanings
- Sharing parts of stories

Use silent reading for specific purpose.

Location of answers to questions
Enjoyment

CONTINUOUS DEVELOPMENT PRIMARY READING LEVELS

LEVEL D

Page numbers appearing in parentheses at the right of each major objective refer to the specific details of the curriculum as they appear in the Curriculum Guide for the Language Arts, K-3.

AWAKEN INTEREST IN READING (Pp. 120-27)

Acquire readiness through development of experiential background.

- Real experiences
- Vicarious experiences

Learn essential skills presented in basic reading series.

- First reader (co-basic reader when necessary)
- Vocabulary common to first readers

Reinforce basic skills through supplementary material.

- Charts
- Auxiliary readers
- Literature (P. 203)

DEVELOP WORD PERCEPTION SKILLS (Pp. 126-37)

Build sight vocabulary through configuration clues.

Build sight vocabulary through context clues.

- Experiences
- Language patterns
- Illustrations

Build skills of structural analysis.

- Inflectional endings
- Compound words
- Contracted forms

Build skills of phonetic analysis.

- Initial, final, and medial consonants

DEVELOP COMPREHENSION SKILLS (Pp. 136-39)

Associate meaning with printed page.

- Experience charts
- Language charts
- Books
- Children's newspapers

Acquire basic vocabulary.

- First-reader level
- Content subjects
- Classroom activities

Understand meaning of simple phrases.

Understand meaning of simple sentences.

Comprehend theme of simple story.

- Main idea
- Main character

DEVELOP INTERPRETATION SKILLS (Pp. 140-41)

Recognize personal experiences in visual materials.

- Pictures
- Films
- Filmstrips

Recognize emotions expressed by behavior of characters.

- Dramatization

Become aware of relations of ideas.

Form sensory images based upon personal experiences.

- Real experiences
- Vicarious experiences

Discover meanings beyond literal facts of selection.

- Comparisons with personal experiences

Begin to make judgments and draw conclusions.

- Predictions
- Evaluations

Identify mood or tone of stories and poems.

DEVELOP STUDY SKILLS (Pp. 142-47)

Become aware of parts of book.

- Illustrations
- Text
- Titles
- Page numbers
- Table of contents

Become acquainted with picture dictionary.

Obtain information from illustrations.

Associate meaning with symbols on simple maps and globes.

- Location of the United States
- Location of Chicago

Associate meaning with symbols on simple graphs and charts.

- Content subjects

Understand purposes of library.

- Public library visitations
- Public library card
- Selection of books

Read a variety of materials for supplementary information.

- Bulletin boards
- Content subject texts
- Charts
- Children's newspapers

Perceive main ideas and sequence in stories, problems, and written directions.

Become familiar with aids for retention and recall of selected information.

- Associations
- Classifications

DEVELOP ABILITY TO READ ORALLY AND SILENTLY (Pp. 146-47)

Use oral reading for specific purpose.

Clarification of meanings
Sharing parts of stories

Use silent reading for specific purpose.

Location of answers to questions
Enjoyment

CONTINUOUS DEVELOPMENT PRIMARY READING LEVELS

LEVEL E

Page numbers appearing in parentheses at the right of each major objective refer to the specific details of the curriculum as they appear in the Curriculum Guide for the Language Arts, K-3.

AWAKEN INTEREST IN READING (Pp. 152-55)

Develop readiness for successive stages of reading.

- Real experiences
- Vicarious experiences

Learn essential skills presented in basic reading series.

- Beginning second readers (co-basic reader when necessary)
- Vocabulary common to beginning second readers

Reinforce basic skills through supplementary material.

- Charts
- Auxiliary readers
- Literature (Pp. 203-36)

DEVELOP WORD PERCEPTION SKILLS (Pp. 154-61)

Build sight vocabulary through configuration clues.

Build sight vocabulary through context clues.

- Experiences
- Language patterns
- Illustrations

Build skills of structural analysis.

- Affixes
- Compound words
- Contracted forms
- Possessive forms

Build skills of phonetic analysis.

- Consonant blends (two letter)
- Consonant digraphs
- Long and short vowel sounds

DEVELOP COMPREHENSION SKILLS (Pp. 162-65)

Associate meaning with printed page.

- Experience charts
- Language charts
- Books
- Children's newspapers

Enrich basic vocabulary.

- Content subjects
- Classroom activities

Understand meaning of simple phrases.

Understand meaning of simple sentences.

Comprehend theme of simple story.

- Main idea
- Main characters

DEVELOP INTERPRETATION SKILLS (Pp. 164-69)

Relate characters and events to personal experiences.

Recognize emotions expressed by behavior of characters.

- Dramatization

Become aware of relationships of ideas.

Form sensory images based upon personal experiences.

- Real experiences
- Vicarious experiences

Discover meanings beyond literal facts of selection.

- Comparisons with personal experiences

Begin to make judgments and draw conclusions.

- Predictions
- Evaluations

Identify mood or tone of stories and poems.

DEVELOP STUDY SKILLS (Pp. 168-73)

Become aware of parts of book.

- Illustrations
- Text
- Titles
- Page numbers
- Table of contents

Become acquainted with picture dictionary.

- Alphabetical order

Obtain information from illustrations.

Associate meaning with symbols on simple maps and globes.

- Direction orientation

Associate meaning with symbols on simple graphs and charts.

- Content subjects
- Classroom activities

Understand purposes of library.

- Location and selection of books in public library
- Location and selection of books in school libraries

Read variety of materials for supplementary information.

- Content subject texts
- Charts
- Children's newspapers and magazines

Perceive main ideas and sequence in stories, problems, and written directions.

Become familiar with aids for retention and recall of selected information.

- Associations
- Classifications

DEVELOP ABILITY TO READ ORALLY AND SILENTLY (Pp. 174-75)

Use oral reading for specific purpose.

Clarification of meanings
Sharing parts of stories

Use silent reading for specific purpose.

Location of answers to questions
Enjoyment

CONTINUOUS DEVELOPMENT PRIMARY READING LEVELS

LEVEL F

Page numbers appearing in parentheses at the right of each major objective refer to the specific details of the curriculum as they appear in the Curriculum Guide for the Language Arts, K-3.

AWAKEN INTEREST IN READING (Pp. 152-55)

Develop readiness for successive stages of reading.

- Real experiences
- Vicarious experiences

Learn essential skills presented in basic reading series.

- Advanced second readers (co-basic reader when necessary)
- Vocabulary common to advanced second readers

Reinforce basic skills through supplementary material.

- Charts
- Auxiliary readers
- Literature (Pp. 203-36)

DEVELOP WORD PERCEPTION SKILLS (Pp. 154-63)

Build sight vocabulary through configuration clues.

Build sight vocabulary through context clues.

- Experiences
- Language patterns
- Illustrations

Build skills of structural analysis.

- Affixes
- Compound words
- Contracted forms
- Possessive forms

Build skills of phonetic analysis.

- Initial, final, and medial consonants
- Consonant blends (two letter)
- Consonant digraphs
- Hard and soft "c" and "g"

Silent consonants
Long and short vowel sounds
Diphthongs

Learn fundamental principles of syllabication.

Syllables in spoken words

DEVELOP COMPREHENSION SKILLS (Pp. 162-65)

Associate meaning with printed page.

Experience charts
Language charts
Books
Children's newspapers and magazines

Enrich basic vocabulary.

Advanced second reader level
Content subjects
Classroom activities

Recognize meaning of phrases in reading.

Obtain specific information from complex sentences.

Identify main ideas in simple paragraphs.

Relate subordinate ideas to themes of stories.

DEVELOP INTERPRETATION SKILLS (Pp. 164-69)

Relate characters and events to personal experiences.

Recognize emotions expressed by behavior of characters.

Dramatization

Become aware of relationship of ideas.

Form sensory images based upon personal experiences.

Real experiences
Vicarious experiences

Discover meaning beyond literal facts of selection.

Comparisons with personal experiences
Comparisons with vicarious experiences

Begin to make judgments and draw conclusions.

Predictions
Evaluations

Identify mood or tone of stories and poems.

DEVELOP STUDY SKILLS (Pp. 168-73)

Become aware of parts of book.

Illustrations
Text
Titles
Table of contents

Become acquainted with picture dictionary.

Alphabetical order

Obtain information from illustrations.

Associate meaning with symbols on simple maps and globes.

Direction orientation

Associate meaning with symbols on simple graphs and charts.

Content subjects
Classroom activities

Understand purpose of library.

Location and selection of books in public library
Location and selection of books in school libraries

Read variety of materials for supplementary information.

Content subject texts
Charts
Children's newspapers and magazines

Perceive main ideas and sequence in stories, problems, and written directions.

Become familiar with aids for retention and recall of selected information.

Associations
Classifications

DEVELOP ABILITY TO READ ORALLY AND SILENTLY (Pp. 174-75)

Use oral reading for specific purpose.

- Clarification of meanings
- Sharing parts of stories

Use silent reading for specific purpose.

- Location of answers to questions
- Enjoyment

CONTINUOUS DEVELOPMENT PRIMARY READING LEVELS

LEVEL G

Page numbers appearing in parentheses at the right of each major objective refer to the specific details of the curriculum as they appear in the Curriculum Guide for the Language Arts, K-3.

AWAKEN INTEREST IN READING (Pp. 180-81)

Develop readiness for successive stages of reading.

- Real experiences
- Vicarious experiences

Learn essential skills presented in basic reading series.

- Beginning third reader (co-basic reader when necessary)
- Vocabulary common to beginning third readers

Reinforce basic skills through supplementary material.

- Charts
- Auxiliary readers
- Literature (Pp. 203-36)

DEVELOP WORD PERCEPTION SKILLS (Pp. 182-89)

Build sight vocabulary through configuration clues.

Build sight vocabulary through context clues.

- Experiences
- Homonyms
- Synonyms
- Antonyms
- Language patterns
- Illustrations

Build skills of structural analysis.

- Affixes
- Compound words
- Contracted forms
- Possessive forms

Build skills of phonetic analysis.

- Initial, final, and medial consonants
- Consonant blends (two and three letters)
- Consonant digraphs
- Hard "c" and "g"
- Soft "c" and "g"
- Silent consonants
- Long and short vowels
- Diphthongs

Learn fundamental principles of syllabication.

- Vowel sounds in each syllable
- Syllable division between two consonants
  (exceptions: consonant blends and digraphs)

DEVELOP COMPREHENSION SKILLS (Pp. 190-93)

Associate meaning with printed page.

- Experience charts
- Language charts
- Books
- Children's newspapers and magazines
- Daily newspapers

Enrich basic vocabulary.

- Content subjects
- School and classroom activities

Recognize meaning of phrases in reading.

Obtain specific information from complex sentences.

Identify main idea in simple paragraph.

Relate subordinate ideas to theme of stories.

DEVELOP INTERPRETATION SKILLS (Pp. 192-95)

Relate characters and events to personal experiences.

Recognize emotion expressed by behavior of characters.

- Discussion and dramatization

Become aware of relationships of ideas.

Cause and effect relationships
Time relationships

Form sensory images based upon personal experiences.

Real experiences
Vicarious experiences

Discover meanings beyond literal facts of selection.

Comparisons with real experiences
Comparisons with vicarious experiences

Begin to make judgments and draw conclusions.

Predictions
Evaluations

Identify mood or tone of stories and poems.

DEVELOP STUDY SKILLS (Pp. 196-99)

Become aware of parts of book.

Illustrations
Text
Unit and chapter titles
Table of contents

Acquire dictionary readiness.

Alphabetical order

Obtain information from illustrations.

Associate meaning with symbols on simple maps, graphs, charts, and globes.

Legend
Abstract symbols

Understand purpose of library.

Location and selection of books in public library
Location and selection of books in school libraries

Read variety of materials for supplementary information.

- Content subject texts
- Charts
- Children's newspapers and magazines

Perceive main ideas and sequence in stories, problems, and written directions.

Become familiar with aids for retention and recall of selected information.

- Associations
- Classifications

DEVELOP ABILITY TO READ ORALLY AND SILENTLY (Pp. 200-201)

Use oral reading for specific purpose.

- Clarification of meanings
- Sharing parts of stories

Use silent reading for specific purpose.

- Location of answers to questions
- Location of information
- Enjoyment

CONTINUOUS DEVELOPMENT PRIMARY READING LEVELS

LEVEL H

Page numbers appearing in parentheses at the right of each major objective refer to the specific details of the curriculum as they appear in the Curriculum Guide for the Language Arts, K-3.

AWAKEN INTEREST IN READING (Pp. 180-81)

Develop readiness for successive stages of reading.

- Real experiences
- Vicarious experiences

Learn essential skills presented in basic reading series.

- Advanced third reader (co-basic reader when necessary)
- Vocabulary common to advanced third reader

Reinforce basic skills through supplementary material.

- Charts
- Auxiliary readers
- Literature (Pp. 203-36)
- Reference books

DEVELOP WORD PERCEPTION SKILLS (Pp. 182-89)

Build sight vocabulary through configuration clues.

Build sight vocabulary through context clues.

- Experiences
- Homonyms
- Synonyms
- Antonyms
- Language patterns
- Illustrations

Build skills of structural analysis.

- Affixes
- Inflectional endings
- Compound words
- Contracted forms
- Possessive forms

Build skills of phonetic analysis.

- Initial, final, and medial consonants
- Consonant blends (two and three letters)
- Consonant digraphs
- Hard "c" and "g"
- Soft "c" and "g"
- Silent consonants
- Long and short vowels
- Diphthongs

Learn fundamental principles of syllabication.

- Three principles of syllabication
- Two principles of accent
- Visual clues

DEVELOP COMPREHENSION SKILLS (Pp. 190-93)

Associate meaning with printed page.

- Experience charts
- Language charts
- Books
- Children's newspapers and magazines
- Daily newspapers

Enrich basic vocabulary.

- Content subjects
- School and classroom activities

Recognize meaning of phrases in reading.

Obtain specific information from complex sentences.

Identify main ideas in simple paragraphs.

Relate subordinate ideas to themes of stories.

DEVELOP INTERPRETATION SKILLS (Pp. 192-95)

Relate characters and events to personal experiences.

Recognize emotions expressed by behavior of characters.

- Dramatizations
- Discussions

Become aware of relationships of ideas.

Cause and effect relationships
Time relationships

Form sensory images based upon personal experiences.

Real experiences
Vicarious experiences

Discover meanings beyond literal facts of selection.

Comparisons with real experiences
Comparisons with vicarious experiences

Begin to make judgments and draw conclusions.

Predictions
Evaluations

Identify mood or tone of stories and poems.

DEVELOP STUDY SKILLS (Pp. 196-99)

Become aware of parts of book.

Illustrations
Text
Unit and chapter titles
Table of contents

Acquire dictionary readiness.

Alphabetical order
Definitions
Examples

Obtain information from illustrations.

Associate meaning with symbols on simple maps, graphs, charts, and globes.

Legend
Abstract symbols

Understand purposes of library.

Location of books
Selection of books

Read variety of materials for supplementary information.

- Content subject texts
- Charts
- Children's newspapers and magazines

Perceive main ideas and sequence in stories, problems, and written directions.

Become familiar with aids for retention and recall of selected information.

- Associations
- Classifications

DEVELOP ABILITY TO READ ORALLY AND SILENTLY (Pp. 200-201)

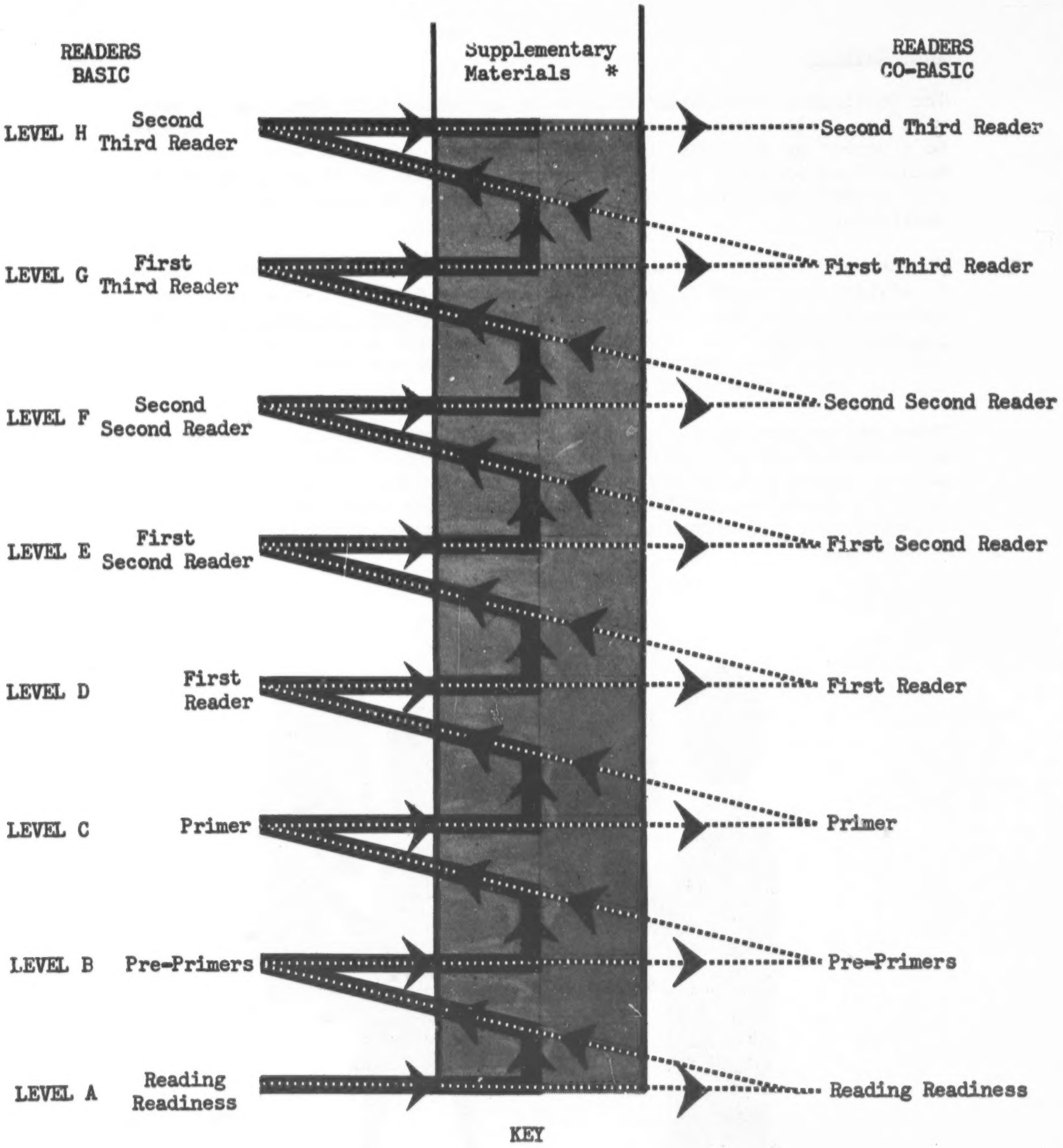
Use oral reading for specific purpose.

- Clarification of meaning
- Sharing parts of stories

Use silent reading for specific purpose.

- Locations of answers to questions
- Location of information
- Enjoyment

USE OF DEVELOPMENTAL READING MATERIALS



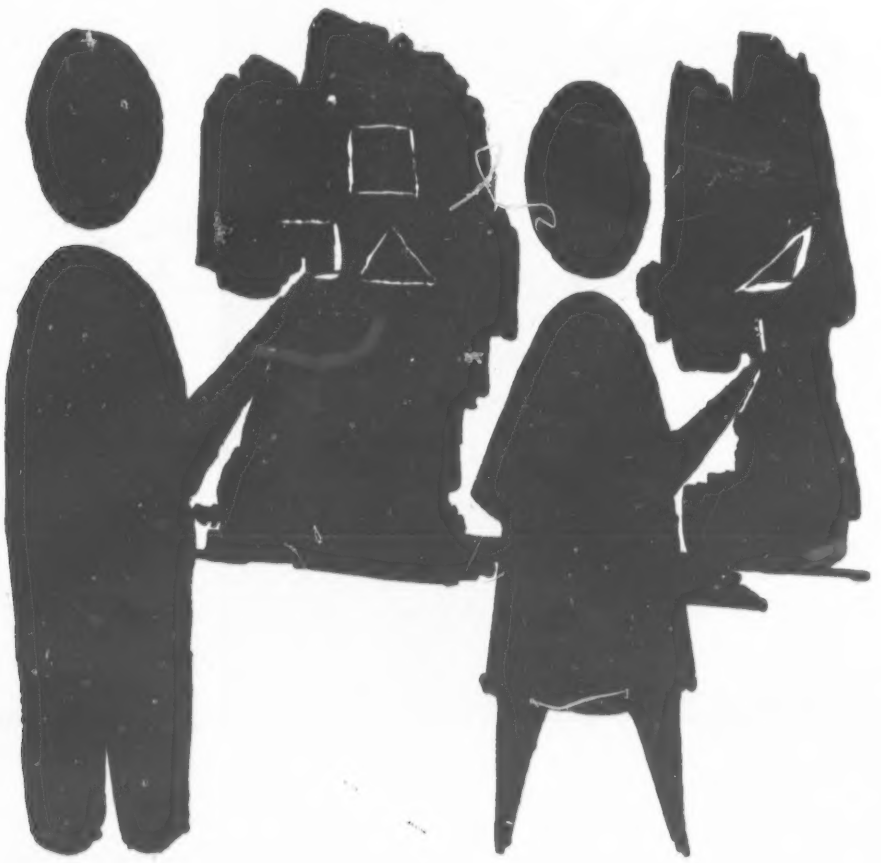
MATHEMATICS CURRICULUM

Introduction

The Continuous Development Program in mathematics is organized to provide for pupil differences in ability and achievement, to allow pupils to progress by developmental steps or levels through a sequential mathematics program, and to encourage a flexibility in grouping which will permit the movement of a pupil from group to group when it is desirable.

The mathematics curriculum in the primary Continuous Development Program is divided into eight levels. Each level is a unit of related mathematical concepts and skills based on the Supplement to Teaching Guide for Mathematics, K-3. The rate at which a pupil moves from level to level depends upon the time it takes him to do the work of the level and not upon a prescribed unit of time.

There may be some pupils who have progressed successfully through the eight levels and who could be given the benefit of additional mathematical experiences before entering fourth grade, time permitting. Level I, therefore, provides an opportunity for these pupils to deepen readiness for new learnings and to have a more advanced level of enrichment.



CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL A

Develop readiness for number operations.

Cardinal approach
- Count by rote within the first decades.
- Use one-to-one correspondence.
- Count small collections of objects.

Ordinal approach
- Arrange objects in ordered succession to establish "which one?"

Orientation to addition and subtraction through games and activities
- Add objects to a small group.
- Remove objects from a small group.

Develop readiness for measurement concepts.

Become conscious of time and space continuum.
- Clock
- Calendar

Perceive differences among geometric forms.

Recognize coins.

Observe and identify one-half of an object and one-half of a small group of objects.

Build mathematical vocabulary originating from experiences with numbers.

CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL B

Establish readiness for successive stages of numerical understandings.

- Cardinal approach
  - Use one-to-one correspondence and many-to-one correspondence.
  - See relation of smaller groups within a larger group.
    - Combine groups
    - Separate groups
- Ordinal approach
  - Increase the use of ordinal numbers.

Develop place-value concept for tens and ones.

Increase understanding of measurement concepts.

- Tell time.
- Use the calendar.
- Recognize geometric shapes.
- Establish comparative value of coins.
  - Cent
  - Nickel
- Know one-half of an object and one-half of a group of objects.

Solve simple oral problems involving money, time, the calendar, and games.

Estimate distance, size, and space in simple informal situations.

Use mathematics vocabulary.

CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL C

Develop readiness for transition to abstract symbolism using related earlier learnings.

- Enlarge concept of values of larger numbers involving tens and ones.
- Know that arrangement of numerals indicates place value.
- Write numerals using tens and ones in early decades.
- Read numerals representing tens and ones.
- Read number names one through ten and beyond as needed.

Use addition and subtraction facts involving sums and minuends through 6 and beyond as child's experience permits.

- Make transition to symbolic representation of number relations discovered earlier in grouping experiences.
- Develop understanding of the commutative property of addition.
- Discover subtraction as the inverse of addition.

Increase use of common measures in meaningful activities.

- Increase understanding of fractions.

Extend oral vocabulary for expression of mathematical ideas.

Solve simple oral problems.

CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL D

Acquire readiness for understanding values of larger numbers.

- Apply previously developed concepts to larger two-place numbers.
- Grow in the understanding that our number system is based on groups of tens.
- Write numerals using tens and ones in higher decades.
- Read and write words for numbers through twelve.

Progress to mastery of simple addition and subtraction facts.

Establish readiness for more difficult addition and subtraction facts.

Increase understanding of measurement concepts.

- Enlarge concepts of measure to include linear measure.
- Extend knowledge of geometric shapes.
- Observe and identify one-fourth of an object and one-fourth of a group of objects.

Solve simple problems.

- Depend less on help of concrete materials.
- Make up problems for classmates to solve.

Extend vocabulary for expression of mathematical ideas.

CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL E

Acquire readiness to operate within the number system using hundreds.

- Extend facility to count in groups of tens.
- Apply previously developed concepts to three-place numbers.
- Associate meaning with the printed symbols.
- Record three-figure numerals.
- Read and write number names to include teens.

Extend understanding of the relationship between addition and subtraction.

- Complete mastery of the basic addition and subtraction facts.
- Use a variety of symbolic representations to express number relations.
  "Frame"
  "n"

Make more extensive use of measurement in activity and discussion.

- Become familiar with additional units of measure.
- Participate in activities using measuring devices.
- Record word symbols for geometric figures.
- Extend fraction knowledge to include one-third of an object or one-third of a group of objects.

Increase problem-solving ability to include new learnings.

Extend vocabulary for expression of mathematical ideas.

CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL F

Acquire readiness for performance involving more complex number operations.

Recognize relationship and values of three-place numbers to 200 and beyond as needed.

Extend mastery of addition and subtraction facts to include operations with two-place numbers.

Develop understanding of the associative property of addition.

Build on previous knowledge and use of measurement.

Increase appreciation of purchasing value of different coins.

Use collective units and abbreviations.

Participate in simple activities using liquid measure.

Use fractions in everyday experiences.

Discover ways to draw lines to form geometric figures.

Estimate length, width, time, and space.

Extend skills in solving problems.

Extend vocabulary for expression of mathematical ideas.

CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL G

Acquire readiness to deepen understanding of values of larger three-place numbers.

- Understand hundreds, tens, ones.
- Show facility in reading and writing numbers involving hundreds, tens, and ones.

Deepen understandings of addition and subtraction operations.

- Extend mastery of addition facts to include operations with two-place addends having three-place sums.
- Extend mastery of subtraction facts to include operations with three-place minuends.

Establish readiness for meaning of multiplication and division.

Increase mastery of measurement concepts.

- Include symbolic representation of measurement units.
- Extend use of measurement to include weight.
- Use abbreviations for familiar units of measure.
- Extend knowledge of geometry to include points and sets of points.
  - Line segment
  - Line

Relate mathematical learnings to problem solving.

- Estimate answers.
- Employ written solution of problem.

Extend vocabulary for expression of mathematical ideas.

CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL H

Establish readiness for more abstract modes of thinking about mathematical ideas.

Extend number concepts.

- Demonstrate knowledge of the meaning of place value as it relates to hundreds, tens, and ones.
- Demonstrate knowledge of the value of numbers to one thousand and beyond as needed.
- Read and write number words within the early decades.

Know the meaning of the four operations with whole numbers.

- Show accuracy and reasonable rate in applying knowledge of number facts.
- Use grouping and regrouping.
- Master easy multiplication facts.
  - Generalize the commutative property and the associative property.
- Master easy division facts.

Have concept of, and experience with, fractions extended to include finding $\frac{1}{2}$ and $\frac{1}{3}$ of a number by computation.

Refine understanding of the use of measurement.

- Appreciate need for standard units to communicate ideas.
- See relationships between units.
- Extend the concept of line and line segment.

Apply number facts to solution of verbal problems.

- Create number problems.

Extend mathematics vocabulary.

CONTINUOUS DEVELOPMENT PRIMARY MATHEMATICS LEVELS

LEVEL I

Discover patterns in number sequence.

Discover patterns in number operations.

Acquire readiness for deeper understanding of multiplication and division.

Make and interpret simple graphs.

Extend use of number line for discovery.

Extend basic ideas of geometry through activities such as origami.

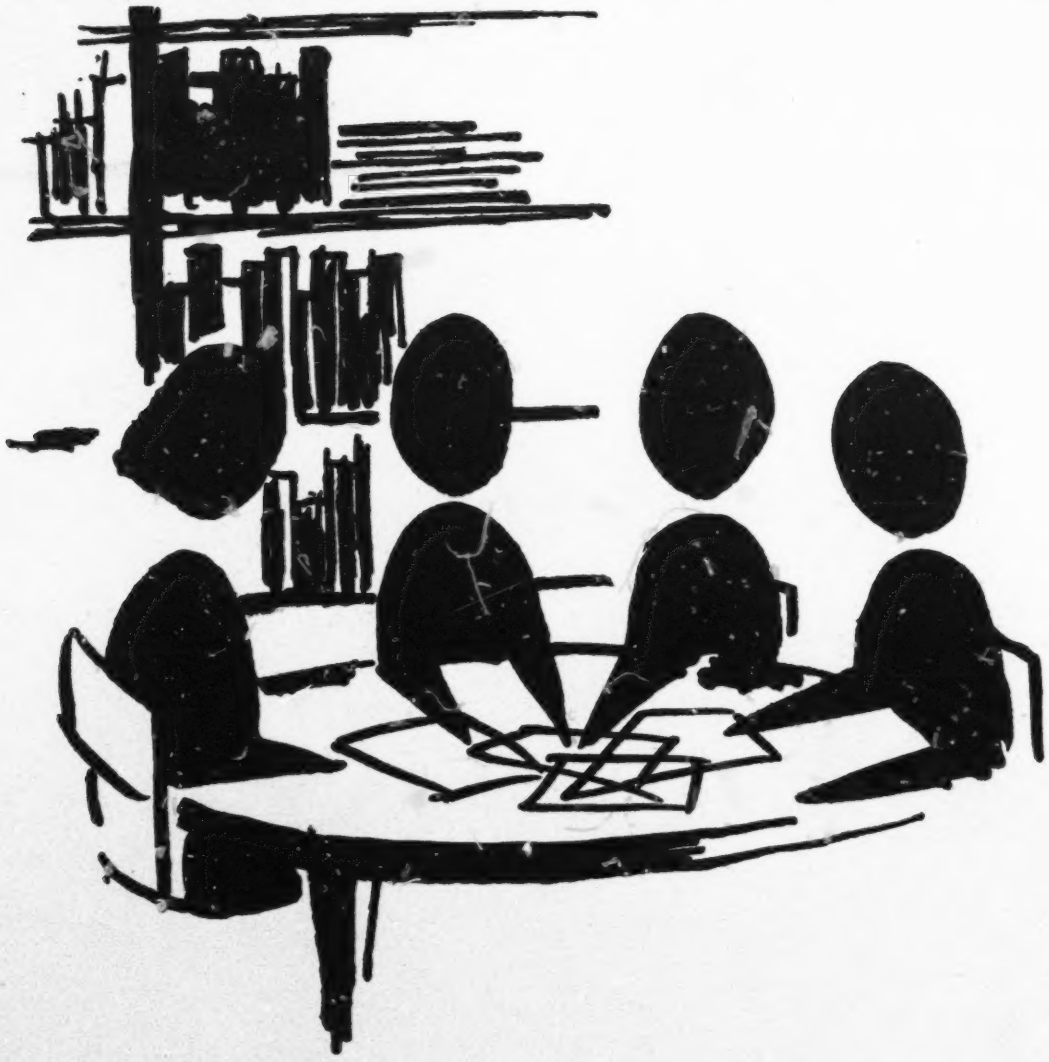
SOCIAL STUDIES AND SCIENCE CURRICULUM

Introduction

The integrated unit method is utilized in teaching social studies and science. The units, as presented by the teaching guides for these subjects, are largely determined by the number of years the children have been in school. Consideration is given to the elimination of gaps in the learning experiences of those children who may complete the levels of the reading and mathematics programs in two years.

It is suggested that children be roughly grouped according to their ability and interest in a unit, taking into account their social and intellectual development. First year children of high ability and social maturity might be more ready for committee work experience than a low ability group in the second year. Procedures for effective committee work may be found in the social studies guide. Children should have a variety of experiences during a year. Include whole class, small group, and individual experiences.

The content, concepts, and understandings related to the units listed in science and social studies may be found in the curriculum guides for these subject areas.



PRIMARY SOCIAL STUDIES UNITS IN THE CONTINUOUS DEVELOPMENT PROGRAM

First Year (following kindergarten)

1. Our School
2. Getting Acquainted with Friends at School
3. Being a Good Friend
4. Our School Workers
5. Our Families
6. Our Neighborhood
7. Going from Place to Place
8. Our Farmer Friends
9. Animals from All over the World
10. Meeting People in Another American City: San Juan, Puerto Rico
11. Meeting People in a South American City: Sao Paulo, Brazil

Additional materials to be taught at appropriate times:

1. Our Flag and Country
2. Good Times throughout the Year
3. Holidays
4. Special Observances
5. Current Events

Second Year

1. Getting Acquainted
2. Utilities and Service
3. How We Obtain Food
4. How We Obtain Clothing
5. Homes in Our Community
6. Schools in Our Community
7. Recreation
8. How Weather and Climate Affect Us
9. Transportation: Past and Present
10. Communication: Past and Present
11. Another United States Urban Area: Detroit
12. Another Urban Area in the World: Rome

Additional materials to be taught at appropriate times:

1. Great American Heroes
2. Holidays
3. Special Observances
4. Current Events

Third Year

1. Chicago: Our Great City
2. Chicago: Our Busy City
3. Chicago: A Famous City
4. Chicago: Her Early Story
5. Chicago: Your City and Mine
6. Chicago: A Great Metropolis
7. New York: Another Great American Metropolitan Area
8. London: A Great Metropolitan Area Overseas

Additional materials to be taught at appropriate times:

1. Holidays
2. Special Observances
3. Current Events

Fourth Year

For the benefit of those children who will need four years to achieve the goals of the primary school, units will be added to reinforce the understandings of previous units.

PRIMARY SCIENCE UNITS IN THE CONTINUOUS DEVELOPMENT PROGRAM

First Year (following kindergarten)

1. Knowing Our Animal Friends
2. Finding Out about Air
3. Discovering How Living Things Prepare for and Live through the Winter
4. Learning about Matter and Energy
5. Becoming Aware of Spring Changes in Plants and Animals
6. Discovering How Work Is Made Easier for Us

Second Year

1. Finding Out about Differences in Plants and Animals
2. Understanding Simple Facts about the Earth, Moon, Stars, and Sun
3. Learning More about Matter and Energy
4. Learning about Water and Its Uses
5. Learning More about Plants and Their Parts
6. Knowing Our Domestic Animals and How They Serve Us

Third Year

1. Learning More about How Plants Grow and How Man Is Dependent upon Them
2. Gaining Knowledge about the Earth on Which We Live
3. Learning More about the Air We Breathe
4. Finding Out about Our Space Age
5. Understanding More about Matter and Energy
6. Learning about Birds and Their Role in Nature
7. Learning about Cold Blooded Animals
8. Learning More about Ourselves

Fourth Year

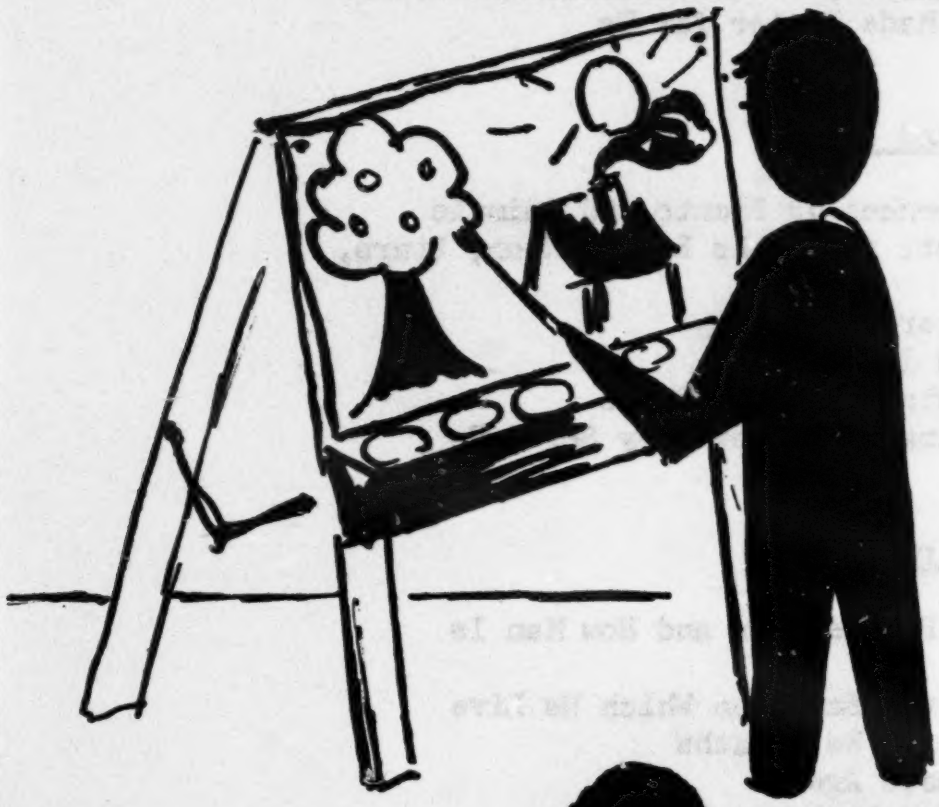
For the benefit of those children who will need four years to achieve the goals of the primary school, units will be added to reinforce the understandings of previous units.

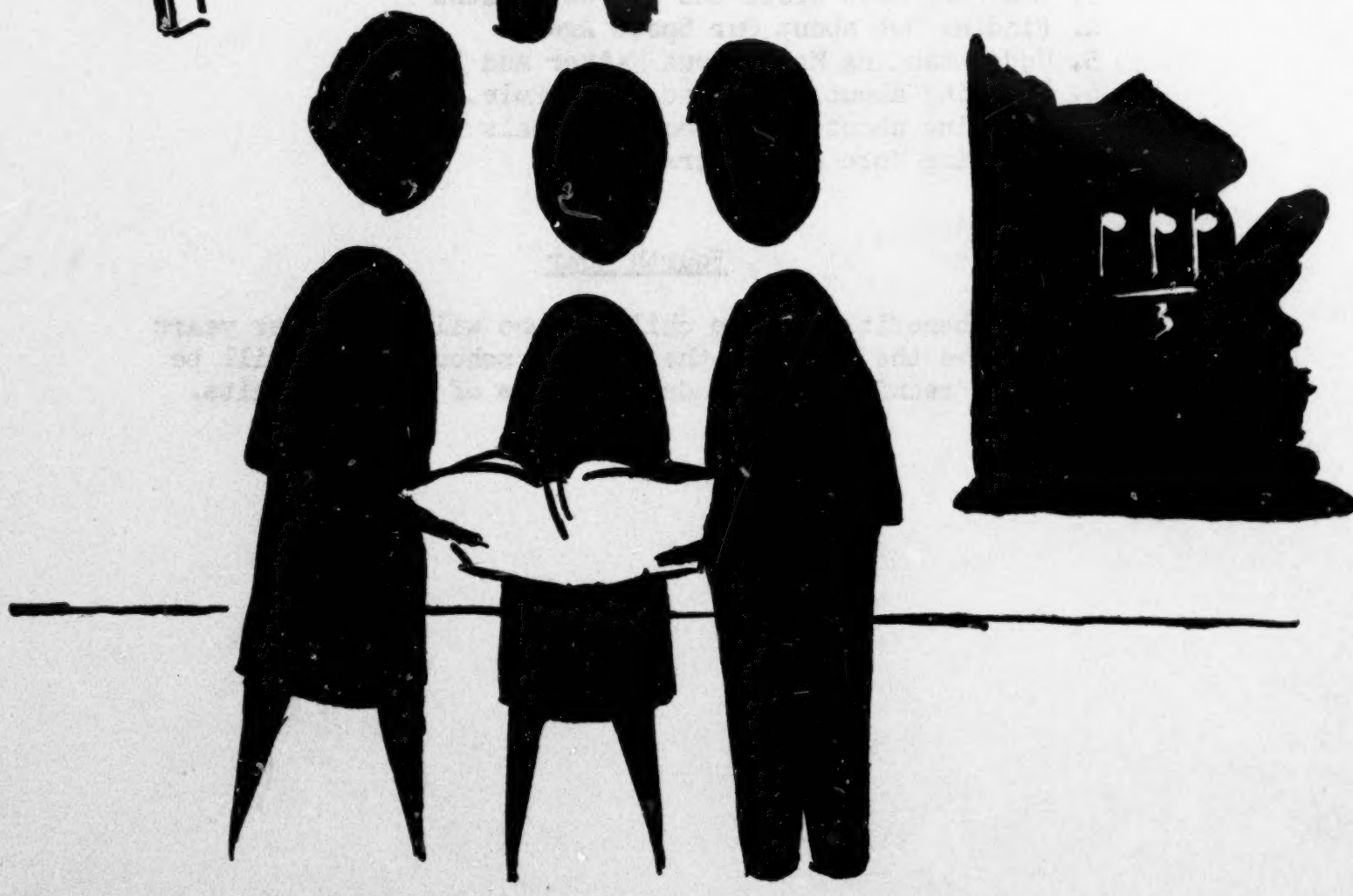
FINE ARTS CURRICULUM

Introduction

Art and music are intimately associated with the child's personality. The Continuous Development Program provides a setting for integrating the overlapping stages of pupil maturity at the primary level.

The art and music programs for these grades are presented in detail in the Teaching Guide for Art and the Teaching Guide for Music.





ART IN THE PRIMARY
CONTINUOUS DEVELOPMENT PROGRAM

The teacher in planning each art lesson should provide for:

Design principles and elements broken down into specific objectives for each lesson

The teaching of art history merged with the design problem and the specific process activity

Selection and preparation of art materials

The teaching of the vocabulary and the necessary mechanics in the art process

Motivation, based on design objectives and subject matter

Continuing evaluation and expanding experiences.

Areas of learning experiences follow.

<u>Drawing and Painting</u>

Individual painting and group mural projects with tempera and mixed media

Story-telling pictures based on immediate experience

Mosaics applying the design principles learned in drawing and painting

Weaving applying the design principles learned in drawing and painting

<u>Printmaking</u>

Stamp

Monoprinting

Resist

Relief

Sculpture (both two-dimensional and three-dimensional)

Many kinds of paper
- Cutting
- Tearing
- Combining
- Assembling

Mixed media
- Cloth
- Beads
- String
- Wood
- Wire
- Foil
- Modeling and building in clay
- Constructing with papier-mache
- Wood and wire constructions

MUSIC IN THE PRIMARY
CONTINUOUS DEVELOPMENT PROGRAM

Every attempt should be made to include all areas of experience in developing the pupils' musical background. Music activities should include the following:

Singing

Appropriate songs with emphasis on suitable pitch (The monthly list of suggested songs for classroom and assembly use will provide guidance to teachers in selecting appropriate songs for primary grades.)

Appropriate tempo, accurate rhythm, good tone

Artistic interpretation

Listening

Emphasis on music of sharply differentiated moods and rhythms

Rhythmic Response

Emphasis on recognition and expression of fundamental rhythmic patterns

Instrumental Experiences

Emphasis on experimentation with simple rhythm and melody instruments

Understanding of the Musical Score

Emphasis on recognition of differences in tempo and dynamics, the rise and fall of melodic line

Identification of music symbols

Creative Activities

Emphasis on improvisation of simple songs and experimentation with simple instruments

HEALTH AND SAFETY CURRICULUM

Introduction

The health and safety education program has as its ultimate goal the development of the whole child. The listed instructional areas strive to develop a well-planned and directed instructional health and safety program which will provide satisfying and enriching experiences for the primary school child.

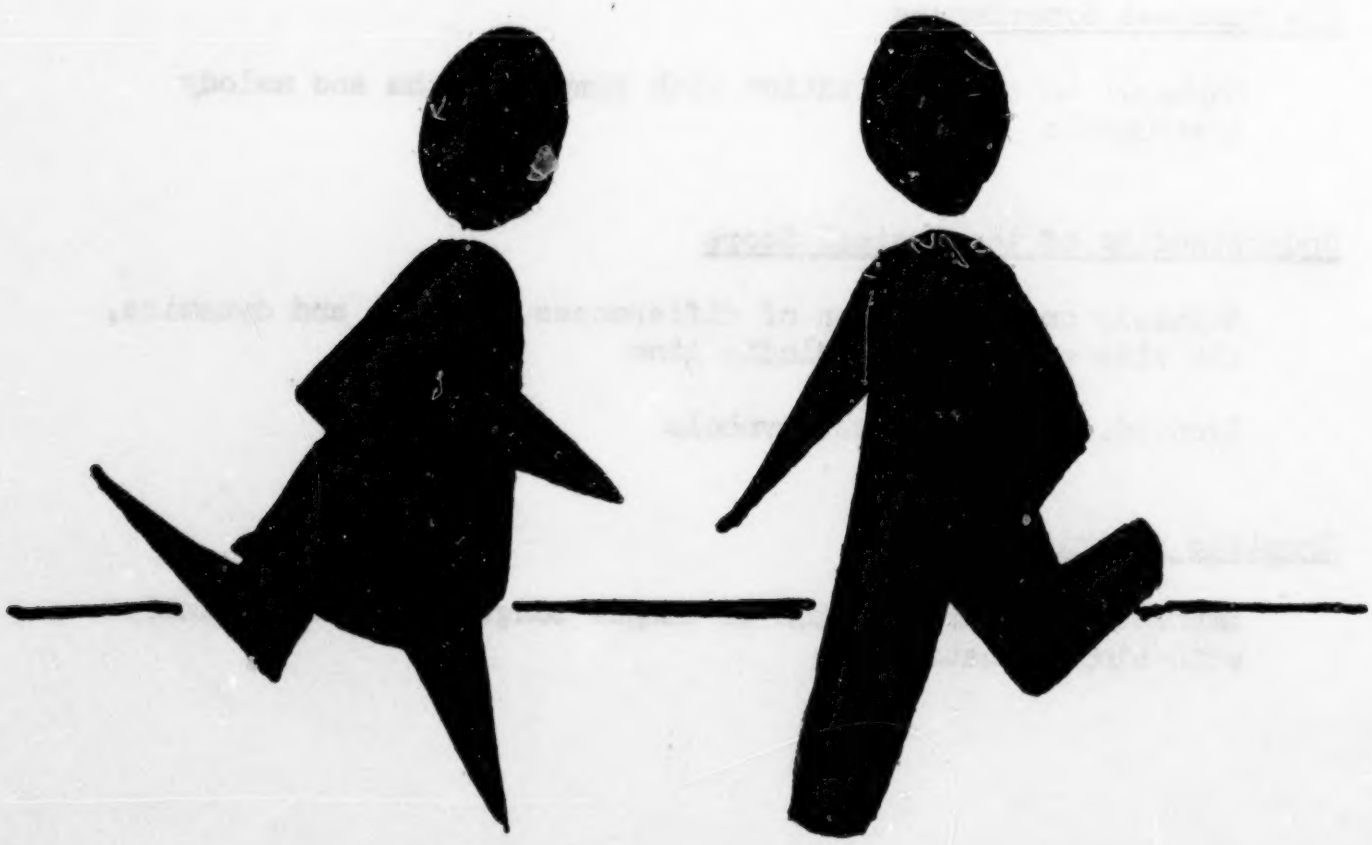
Growth and development. Activities and experiences that help children to realize the individual differences in physical and social development; experiences stressing the need of daily exercise, good nutrition, and adequate sleep for growth and development.

Mental health. Activities and experiences that help to develop self-expression, develop the ability to participate in groups, and develop the potential of each individual.

Cleanliness and healthful living. Activities and experiences emphasizing personal cleanliness, environmental cleanliness, and a sense of responsibility toward one's person and personal possessions.

Community health. Activities and experiences that help to develop the concept that regular medical examinations, dental examinations, and inoculations can help to prevent and control illness and disease.

Safety. Activities and experiences that help to develop good safety habits and practices.



PHYSICAL EDUCATION CURRICULUM

Introduction

The physical education program of activities in the primary grades, in order to effectively contribute to the total educational development of the child's physical needs and interests, will include experiences in the following areas:

Body dynamics. Activities that emphasize vigorous use of large muscle groups to enhance the development of physical stamina and endurance.

Story plays. Activities in story form that emphasize the involvement of large muscle groups in imitative actions, natural, spontaneous, and related to early childhood; for example, acting out "Snow Fun," coasting, shoveling, skating actions tied together in story presentation by the teacher.

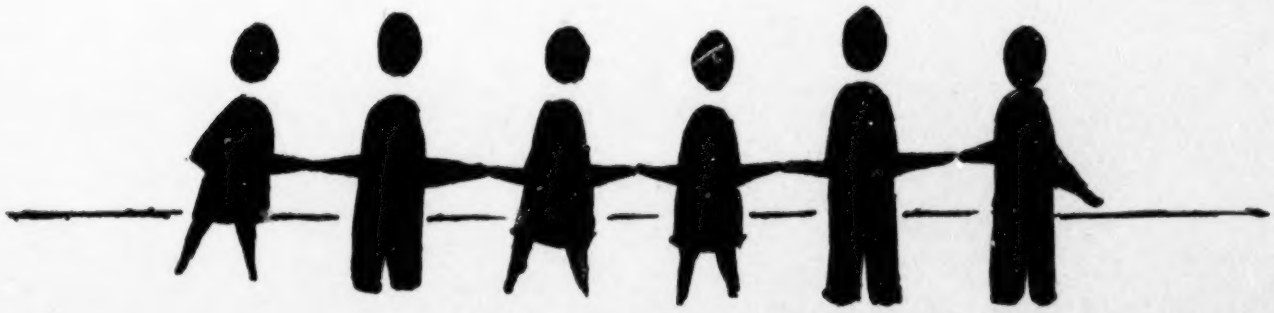
Rhythms. Activities of fundamental locomotor and axial movements, creative or interpretive, performed to music or other rhythmical accompaniment; the purpose of such activity to develop through rhythmic movement a balanced, well-co-ordinated body.

Singing games. Games involving singing and pantomime through which mastery of certain skills, poise, and enjoyment are achieved.

Dances. Simple folk dances, which present national customs and traditions; thereby providing rich cultural, social, and recreational experiences.

Games. Activities of simple organization and few rules, involving running and chasing, thus satisfying the desire for individual achievement. (At the Primary III level there is a gradual shift to simple games involving team play and co-operation.)

Stunts. Activities of a self-testing nature that involve body exercise and control that further enhance the development of strength, agility, flexibility, and co-ordination.



TEACHER NOTES

APPENDIX

PLAN FOR REPORTING PUPIL PROGRESS

Introduction

The methods of reporting pupil progress include report cards, group conferences with parents, and individual parent-teacher conferences.

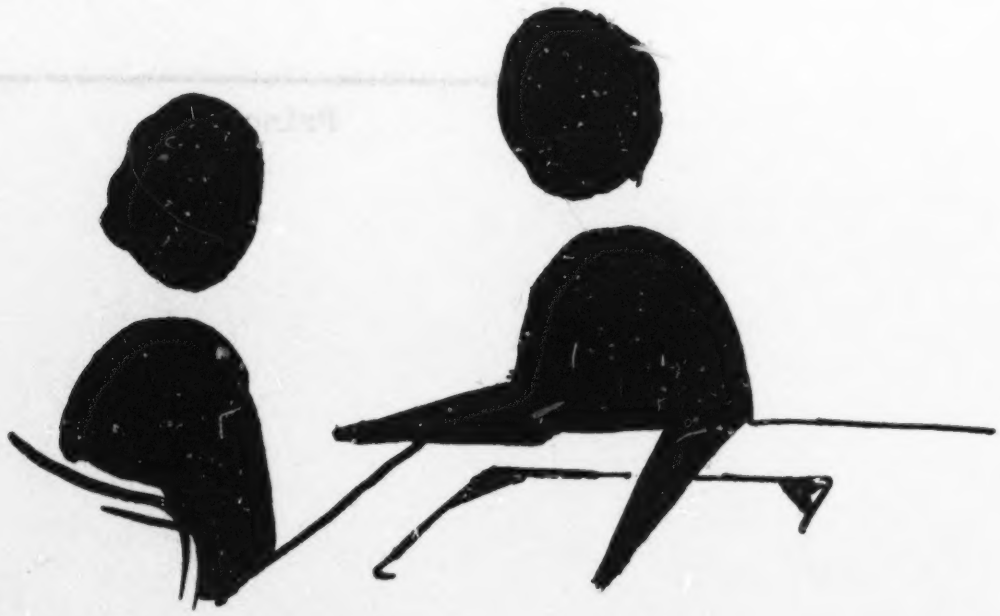
A group conference with parents of children who have become involved in the Continuous Development Program for the first time is held by the fifth week of the school year. The purpose of this conference is to explain to parents:

the curricular offerings
the operation of the program
the methods of reporting pupil progress.

One or two individual parent conferences are held each year. It is suggested that one individual conference period coincide with the issuance of the first report card. The purpose of the parent-teacher conference is to establish effective two-way communication in reporting and appraising the child's progress and any factors affecting his progress.

The report card will indicate the levels of competence a child has attained in reading and in mathematics. His achievement will be evaluated in two ways: one in relation to an accepted standard and one in relation to his own potential ability.

Report cards may be obtained from the Division of Supplies.



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SAMPLE LETTER TO PARENTS OF CHILDREN
BEGINNING THE CONTINUOUS DEVELOPMENT PROGRAM

Dear Parents:

In order to meet the educational needs of each and every child beginning the primary grades at (name of school), a program of Continuous Development has been organized. In this school organization, each child progresses at his own rate of learning and advances to the next level of achievement when he has completed the basic requirements of his present level.

In this program, no child will repeat work he has mastered, nor will areas of instruction be omitted for those children who have the ability to advance at a greater than average pace. In general, the program provides for the first three years of instruction.

A group meeting of parents of children participating in the Continuous Development Program will be held in the near future. A detailed account of the operation of this program will be discussed at this meeting. It is important to you and to your child that you attend this meeting.

Notification of this meeting will be sent to you later. Please make every effort to attend.

Sincerely yours,

_____

Principal

SAMPLE LETTER TO PARENTS

For

Group Conference

Dear Parents:

There will be a meeting of parents of children in the Continuous Development Program ___(day)___, ___(date)___, at ___(time)___. The meeting has been planned so that you may become better acquainted with the operation of this program.

Your presence will be most encouraging to your child and helpful to his teacher. Please make every effort to attend.

Kindly fill out the information requested below so that arrangements for the meeting may be completed.

Sincerely yours,

_____

Principal

- -

Dear Teacher:

I _____ be able to attend the meeting on
will or will not

_____ at _____.
date time

Signed _____

SAMPLE LETTER TO PARENTS

For

Individual Parent-Teacher Conferences

Dear Parents:

Individual parent-teacher conferences for parents of children in the Continuous Development Program will be held in the next few days. Your appointment will give you the opportunity to contribute to your child's success in school by discussing his progress.

The enclosed sheet, titled "Conference Time," presents the items to be considered. Please become familiar with the items before the conference so that a satisfactory interview may be completed within ten minutes.

The date and time of your conference are noted at the top of the enclosed sheet.

Sincerely yours,

_____

Principal

- - - -

SUGGESTIONS FOR PARENT-TEACHER CONFERENCES

The degree to which children suceed in school depends, in part, upon how closely the school and parents agree upon common goals and values. Provision for two-way channels of communication between teachers and parents will encourage agreement upon values and goals related to school success. To promote this, a parent-teacher team approach to guiding children in their learning experiences is desirable. This approach is based upon the supposition that teachers must:

recognize each child's progress and needs

be diagnostic rather than judgmental in dealing with each child's problems

be positive rather than negative in their attitudes and statements

make statements of commendation when they are justifiable to reinforce desirable behavior

relate to parents, in language intelligible to them, specific statements and recommendations rather than general statements

identify and encourage special talents in speaking, writing, music, art, mathematics, sports, leadership, and other areas.

CONFERENCE TIPS

Relax. Conferences are not easy for some teachers, nor are they easy for some parents. Parents want to hear about their child, but at the same time they are sometimes afraid of what the teacher may say.

Have an informal setting. Do not let your desk be a barricade between you and the parent. Use another area of the room, if possible, or a table. The conference is a partnership, so do not let the presence of a desk break up the partnership feeling.

Begin on a positive note. Try to put yourself in the place of the parent and try to imagine what effect your remarks will have. Be truthful, but remember that you are talking to a parent about his most precious possession, his child. Combine truth with tact.

Be a good listener. Give close attention to what the parent has to say. Let him do the talking at first. Ask open-ended questions, such as "Is that so?" or "That's interesting, can you tell me more?"

Find out how the parent feels about the child. It is important to find out how the parent thinks and feels about his child. You can better understand the child's behavior if you have this information.

Give the parent some definite information about the child's progress. Avoid technical language. Words like "immature," "aggressive," "maladjusted," or "retarded" may have one set of meanings for you,

but very different meanings for some parents. (Never tell a parent the child's I.Q. or discuss it with him. When it is desirable for a parent to be told the I.Q. of his child, the principal of the school will inform the parent at a private conference.)

Be diagnostic rather than judgmental in dealing with each child's problems.

Make statements of commendation when they are justifiable to reinforce desirable behavior.

Relate to parents, in language intelligible to them, specific statements and recommendations.

Identify and encourage special talents in speaking, reading, writing, music, art, mathematics, sports, and/or leadership.

Prepare to answer parents' questions, if any, about the report cards.

Discuss the child's social, emotional, and physical growth. Items on the sheet titled "Conference Time" may serve as a springboard for this discussion.

Close the conference on a positive note. Do not give parents the impression they have "had it" when the conference is over. Make it clear you welcome the chance to confer with them at any time. Decide on additional conferences.

Try not to take notes during the conference. Parents are apt to speak less freely and to feel ill at ease if everything they say is being recorded.

CONFERENCE TIME

Pupil_____ Teacher_____ Room_____

Date_____ Day of Week_____ Time_____

This is the time for getting acquainted, understanding one another, and evaluating your child's progress.

PARENT LEARNS ABOUT CHILD'S-

_____special abilities

_____adjustment to school

_____relationship with other children

_____progress in group

_____place in group

_____achievement on tests

_____areas of strength

_____areas of weakness

_____apparent health status

_____work habits

_____academic growth

_____attitude towards:

- _____group
- _____responsibilities
- _____rules
- _____personal progress

_____need for reading outside of school (use of community library)

_____need for seeing more in our community

TEACHER LEARNS ABOUT CHILD'S-

_____reaction to school

_____relationship with family

_____physical condition

_____health habits

_____responsibilities at home

_____co-operation at home

_____friendships outside of school

_____activities, hobbies, special interests

_____strengths and weaknesses as viewed by parents

_____reaction to school year

_____progress as evaluated by parents

- _____physical growth
- _____emotional growth
- _____social growth
- _____mental growth

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